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ABSTRACT

After a brief introduction and discussion of the advantages and disadvantages of questionnaires, this publication explains how to develop a questionnaire. Each of the five parts of a questionnaire (heading, procedural statements, items, comment space, and procedures for return) are discussed, with concrete examples. Guidelines for pre-test/tryout are presented. The importance of the cover letter and methods for the distribution of questionnaires are discussed. The final section addresses the compilation and analysis of the responses. The appendix includes examples of entire questionnaires. (BW)

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questionnaires
their development and use

TM 830 713

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questionnaires their development and use

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INTRODUCTION

Decision-making in the schools deals with wide and varied audiences from whom or about whom information often must be obtained. Various methods are commonly used by school people to gather facts and figures:

informal discussions

observation of records/activities

personal interviews

phone interviews

group meetings/discussion groups

questionnaires

No one method is inherently better than any of the others. Circumstances dictate procedures.

ONE CAUTION! Several basic questions should be asked before choosing any one of the various methods for data gathering:

- WHAT information is needed?
- WHO needs the information?
- WHAT decisions must be made based on this information?
- WHO has the needed information?

The answers to these questions will help the data gathering effort by avoiding the collection of unneeded or already available information, the setting of unrealistic timelines, or the contacting of the wrong group for the needed information. Answers to the above questions will assist in focusing attention on the specific information needed for the actual decisions to be made.

ADVANTAGES AND LIMITATIONS OF THE QUESTIONNAIRE

The questionnaire has certain advantages as a method of data collection:

- COST: The questionnaire is inexpensive to produce and requires no time for training those who will administer it.
- COVERAGE: The questionnaire can be used to reach a large number of respondents by mail.
- UNIFORMITY: The questionnaire assures that each respondent receives exactly the same set of questions phrased in exactly the same way.

The limitations inherent in using a questionnaire must also be considered, but limitations may be avoided by pre-planning.

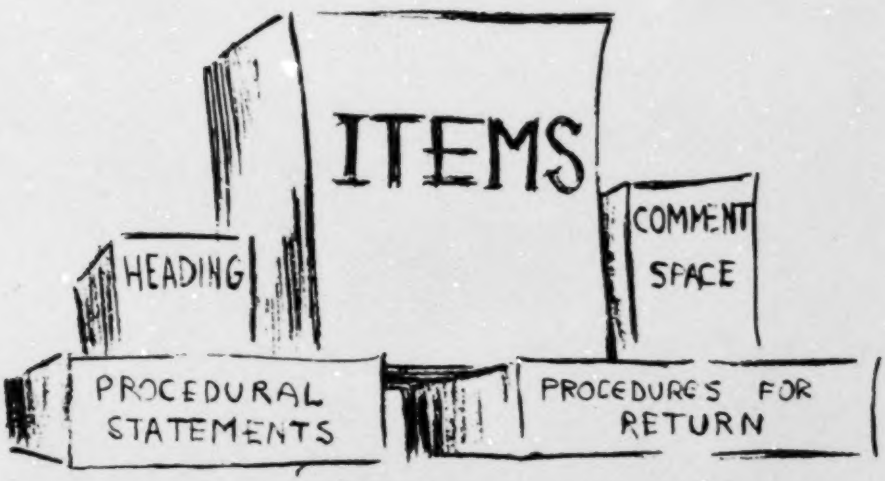
- ASSUMPTIONS ABOUT THE RESPONDENT: When the questionnaire is sent to the selected group of respondents, it is assumed that these persons have the information desired and will be willing to provide it.
- MOTIVATION: The impersonal nature of the questionnaire precludes development of good personal rapport with the respondents.
- LIMITED FLEXIBILITY: There is no opportunity for the respondents to clarify misunderstood questions or for following up on ideas expressed by the respondents.
- RESPONSE RATE: The respondents need to be convinced that their answers and opinions are necessary. Obtaining a high rate of return is usually a difficult task.

PARTS OF A QUESTIONNAIRE

The questionnaire has five distinct parts:

- HEADING
- PROCEDURAL STATEMENTS
- ITEMS
- COMMENT SPACE
- PROCEDURES FOR RETURN

During the process of developing an instrument, it is easy to lose sight of all but the *items* which will generate the data for decision-making. Each part of the questionnaire, however, is keyed to eliciting responses -- and a high percentage of returns is the goal. Therefore, it is recommended that the five parts of the questionnaire each be considered separately, assuring that the final instrument is complete and is well organized so that the information received will be pertinent and usable.



HEADING

The heading of the questionnaire provides the focus for the respondent while answering the items. It should include 1) A TITLE and 2) A STATEMENT OF PURPOSE. Respondent background information and the date are optional.

The TITLE should indicate the source of and the general area covered by the instrument:

EVANS UNIFIED SCHOOL DISTRICT
TEACHER IN-SERVICE REACTION SHEET

SAMUEL BRUNWITH UNIFIED SCHOOL DISTRICT
NEEDS ASSESSMENT QUESTIONNAIRE
PARENT COMPONENT

FIRWOOD CITY SCHOOL DISTRICT
Multi-Age Continuous Progress Program
PARENT SURVEY

The STATEMENT OF PURPOSE should

describe why the instrument is being administered

identify the major topic considered

state who will compile the results

state how and by whom the results will be used

However, the purpose could be explained in detail in a cover letter which accompanies the questionnaire thus eliminating the need for most of the detail in the questionnaire heading.

Example:

The evaluation plan for the Multi-Age Continuous Progress Program includes a review of parent perceptions of the program. Responses to this questionnaire will be compiled and grouped by the School Site Council, but no individual's responses will be identified. The grouped responses will become a part of the School Site Council's evaluation report which is scheduled for completion and presentation to the Board in June.

Example:

In order to assess the effectiveness of the District's In-Service Program for 1976-77 and to assist in planning for next year's meetings, the Staff Development Committee is asking that you respond on this reaction sheet. Your suggestions will be used by the Committee to improve the in-service program by making it responsive to your needs.

Should INFORMATION ABOUT THE RESPONDENT be necessary to interpret the results of the survey, the appropriate questions can appear in the heading. Some questionnaire developers advocate placing these types of data-gathering questions at the end of the questionnaire.

Such information can be used to identify different respondent groups and, thus, allow a comparison of responses from those different groups. However, only information that is really necessary and will be used should be collected.

Example:

Please circle the grade or grades in which you have a child or children.

K 1 2 3 4 5 6

Please circle the number of years you have resided in the Middlefield School District.

1 2 3 4 5 6 7 or more

Example:

Please indicate your position in the school district.

_____ elementary teacher

_____ secondary teacher

_____ administrator in district office

_____ building administrator

_____ counselor

Example:

Circle or fill in as is appropriate:

Sex: Male Female Lived in Foster City since 19____.

Age: 11-13 14-17 18-24 25-34 35-44 45-54 55-64

Number of adults living in your household: _____adults

Number of children from ages ___0-6, ___7-13, ___14-17

Your ethnic background:

1. Asian 2. Black 3. Spanish 4. White 5. Other

Your present employment status:

1. Self-employed
2. Salary/wage earner
3. Full-time student
4. Homemaker
5. Retired
6. Unemployed

Your usual occupation:

1. Clerical/secretarial
2. Craftsman/mechanic
3. Homemaker
4. Machine operator/laborer
5. Professional/technical
6. Sales work
7. Student
8. Teacher/educator
9. Other:_____

Highest level of education you have completed:

1. Elementary school
2. Some high school
3. High school diploma
4. Some college
5. Some technical school
6. A.A. Degree or certificate
7. Bachelor's Degree
8. Advanced degree

PROCEDURAL STATEMENTS, DIRECTIONS

A brief STATEMENT TO INTRODUCE RESPONSE FORMATS AND ITEMS serves as an introduction and a transition to the body of the questionnaire.

Example:

The response categories for the statements below are as follows:

VERY IMPORTANT	MODERATELY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT

Please indicate your opinion by circling one response under each statement.

Example:

ITEM RESPONSE: You are to respond TWICE to each item.

SECTION I -- Place an "X" in the column which best expresses the degree of your agreement/disagreement with the statement as it relates to your school.

SECTION II-- Place an "X" in the column which best expresses your opinion of the importance of the activity for a child's education.

SECTION I					SECTION II			
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO RESPOND	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT

If the response categories are of a complicated nature, the response categories can be shown with an example in order to familiarize the respondents with the system for recording responses.

In order to identify responses for children in a specific grade or class, the questionnaire developer may have to use a bit of imagination or inventiveness.

Example:

Please circle the grade(s) in which you have a child (children) currently enrolled.

K 1 2 3 4 5 6

IN THE SECTION BELOW RESPOND ONLY TO THE GRADE LEVELS THAT YOU CIRCLED ABOVE. PLEASE USE THE CATEGORY NUMBERS (0, 1, 2, 3, or 4) TO INDICATE YOUR RESPONSES AS YOU THINK ABOUT YOUR CHILD IN A SPECIFIC GRADE IN RELATION TO THE "CURRICULUM PROGRAM."

CATEGORIES

4 .....highly satisfied
3 .....satisfied
2 .....dissatisfied
1 .....very dissatisfied
0 .....not enough information

A. Curriculum Programs:	GRADE K	1	2	3	4	5	6
Reading							
Mathematics							
Language Arts (Spelling, English, etc.)							

ITEM TYPES

OPEN-ENDED and OBJECTIVE items are the two types of items commonly used in a questionnaire. Each type of item has its advantages and disadvantages.

OPEN-ENDED ITEMS:

ADVANTAGES

- Easy to prepare
- Allows for free expression
- Can get reasons for responses
- Don't have to know total possible range of responses
- Motivates those who enjoy writing
- Provides source of verbatim comments for reports

DISADVANTAGES

- Difficult to score and compile
- Can misinterpret responses
- Asking respondents to invest more time
- Ability to write clearly may inhibit respondents
- Emphasis is on subjective information

OBJECTIVE ITEMS:

ADVANTAGES

- Easy to score and compile
- Consistency in interpretation of responses
- Requires a minimum of the respondent's time
- Provides a mass of data for a specific area

DISADVANTAGES

- Respondents have no opportunity to "argue"
- Respondents have limited number of options
- Don't get reasons for responses
- Respondents can complete the form without "thinking"
- Difficult to prepare

OPEN-ENDED ITEM

The OPEN-ENDED item allows the respondents the freedom to express their own views and to present the reasoning behind their responses. With the open-ended item the respondents are not just reacting with an "X" to a series of alternatives prepared by the questionnaire developer.

In using an open-ended item, a question is presented to the respondents and is followed by space in which the respondents write their answers.

Example:

List the most valuable and least valuable aspects of the in-service workshop.

Most valuable: _____

_____

_____

Least valuable: _____

_____

_____

Example:

Explain one way you plan to use the materials presented in this workshop in your classroom.

_____

_____

OBJECTIVE ITEM

The OBJECTIVE item allows the questionnaire developer to focus in on specific detail. All respondents react to the same statement using a common reporting method and format.

Objective type items usually used can be grouped under four headings: Checklist, Two-Alternative, Multiple Choice, and Rating Scale.

- Checklist: The respondents are given a list and are directed to mark all items that are applicable.

Example:

My child talked about the following:

_____ body systems

_____ air pollution

_____ diseases

_____ drugs

_____ food/nutrition

_____ smoking/health

Example:

Tutoring seems to have had a positive effect on the Non-English Speaking Students in the following areas:

_____ reading

_____ oral expression

_____ language arts

_____ arithmetic

- Two-Alternative: The question or statement is followed by two alternatives and the respondents are directed to choose one.

Example:

How many periods of foreign language do you want for your child? (check one)

_____a) three periods a week

_____b) five periods a week

Example:

The publicity about the new reading program should be continued.

_____a) yes

_____b) no

- Multiple Choice: Multiple choice items are similar to the two-alternative items except that a wider range of alternatives are listed as choices. The question or statement is followed by three or more alternatives.

Example:

If there were one more period in the schedule, I would want my child to choose:

_____a) a vocational course

_____b) a study period

_____c) a college prep course

_____d) work experience

Example:

How often did you talk with your counselor on an individual basis regarding career planning?

_____a) never

_____b) once a year

_____c) once a semester

_____d) once a month

_____e) once a week or more

- Rating Scale: The question or statement is followed by a set of values or categories and the respondents are instructed to indicate their choice.

Example:

The district office staff should use parent input in the development of the district's group testing schedule.

Strongly Agree	Agree	Disagree	Strongly Disagree
_____	_____	_____	_____

Example:

How important was the inservice for the implementation of the new reading program?

Very Important	Moderately Important	Somewhat Important	Not Important
_____	_____	_____	_____

- Rating Scale Alternatives: A wide variety of response alternatives are found in rating scales. The aim in preparing a set of values or categories is to have equal intervals between the choices.

Example:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied

All of the Time	Most of the Time	Some of the Time	Never

Very Important	Moderately Important	Somewhat Important	Not Important

No Need	Moderate Need	Considerable Need	Great Need

Very Effective	Effective	Somewhat Effective	Ineffective	Undecided

Great Progress	Much Progress	Some Progress	No Progres

Excellent	Good	Fair	Poor	Don't Know

In addition to the "usual" descriptors or response alternatives, the specific items may suggest pertinent and easily understood terms.

Examples:

Interesting as possible	Kept me awake most of the session	Bearable	Just plain dull
Practical as all "get out"	Can use most of it	Will use part in my work	Unrelated to my work

An even number of alternatives is recommended. With an even number of choices and no mid-point on the scale, respondents cannot just "mark in the middle."

However, one additional alternative can be added to the scales in order to allow for respondents who would not want to choose any of the alternatives provided. Some additional alternatives commonly used are as follows:

Lack Information to Judge

Lack Information to Decide

No Opinion

Don't Know

Need More Information

Undecided

NOTE: Some of these additional alternatives provide no information of value, while others indicate that communication may be a problem.

WRITING ITEMS

Items are not easy to write. They are usually written, re-written, re-written, re-written, AND RE-WRITTEN.

Each item should convey the same message to each respondent. Every word in an item must be considered by itself and in its relationship to the other words in the item. There are a few "rules" that should be observed:

Use basic vocabulary and simple sentence structure -- avoid jargon, unnecessary verbage, ambiguity, and long statements.

Avoid emotional words or phrases.

Include only one idea or concept in any one item -- avoid combining two or more questions into one.

Request specific information -- avoid being too general.

Ask for information the respondent has or knows.

Word the statements/items so that they do not lead or load -- avoid phrases that let the respondents know what answer is deemed desirable by the questionnaire developer.

Use alternatives that do not overlap.

What do some of those items in need of "re-write" look like?

JARGON: What is your feeling about the observation-remediation-evaluation (ORE) technique used in our school-community improvement program?

EMOTIONAL WORDS: Should the social studies program include the exploits of the powerful Nazi war machine?

TWO QUESTIONS IN ONE: Did the two training sessions provide you with ideas for your classroom?
Yes____ No____

TOO GENERAL: What are your feelings about the Superintendent's goals?

INFORMATION THE RESPONDENT DOESN'T HAVE: Would radioactivity from the proposed reactor be injurious to the children's health?

LEADING THE RESPONDENT: Should the practice of providing individualized help to students be continued?

OVERLAPPING ALTERNATIVES: How much time does your child spend on homework each day?

____0-5 min. ____5-10 min.

____10-15 min. ____15 or more

ITEM GROUPING

To help the respondent prepare mentally for the various topics about which items are written, the items can be grouped under a heading. A heading should be descriptive and should indicate the general area of consideration.

Typical headings for a school-related questionnaire are as follows:

Articulation Between Elementary School and High School

Buildings/Grounds

Classroom Management

Communication

Curriculum

Discipline

Extra-curricular Activities

Health

Lunch (Nutrition)

Maintenance

Materials/Equipment/ Supplies

Multicultural

Parent Participation/ Education

Scheduling

Staff Development

Student Behavior

Supervision

Transportation

Example:

PARENT PARTICIPATION/EDUCATION

1. Parents share their talents in the classroom.
2. Parents participate in planning the educational programs for the school
3. Special training workshops for parents on how to help children at home are provided.

STAFF DEVELOPMENT

4. Teachers at Lincoln make use of new programs.
5. Teachers at Lincoln are generally aware of the social/emotional problems of students.

COMMENT SPACE

A free response space on a questionnaire enables the respondent to record unsolicited points of view or attitudes about the topics being considered. If the comment space is the last item on the instrument, it is often ignored by the respondent. The most effective placement is following each item; however, this results in a longer questionnaire and may not be practical when space is at a premium.

Example:

1. Parent-teacher conferences serve as a satisfactory substitute for report cards.

Strongly Agree	Agree	Disagree	Strongly Disagree	Lack Info to Judge
_____	_____	_____	_____	_____

COMMENTS/SUGGESTIONS: _____

_____

To save space but avoid concluding with the comment/suggestion space, the free response space might be placed alongside each item.

Example:

NON-GRADED SCHOOL ORGANIZATION					COMMENTS
1. The non-graded school organization seems to have value for my child					
SA	A	D	SD	Lack Info	
____	____	____	____	____	
2. My child seems to be working at an appropriate pace.					
SA	A	D	SD	Lack Info	
____	____	____	____	____	

Comments might also be requested for each section of the instrument rather than following or beside each item. This would provide a summary point for the respondent for each major topic.

Example:

TEACHERS

	SA	A	D	SD	Lack Info
1. Teachers at Lincoln make use of new programs and materials.					
2. Teachers at Lincoln are aware of the social/emotional problems of students.					
3. The teaching staff at Lincoln is performing effectively.					

COMMENTS/SUGGESTIONS: _____

_____

PROCEDURE FOR RETURN

The questionnaire should always include directions for returning it along with a "thank you" to the respondent. When setting a date by which the questionnaire should be returned, a week or two is a good rule of thumb -- enough time for the respondent to fill in the questionnaire, but not so long that the respondent may put it aside and forget it.

A short statement can be used to close the questionnaire.

Example:

Please return the completed form in the enclosed self-addressed stamped envelope by March 23. Thank you for your assistance.

SUMMARY OF QUESTIONNAIRE PARTS

HEADING

- Title:	to indicate the general area covered by the instrument
- Statement of Purpose:	to describe in some detail why the instrument is being administered, what the major factors being considered are, how the results will be compiled, and how and by whom the results will be used
- Respondent Background Information:	to record pertinent information about the respondent necessary for the interpretation of results

PROCEDURAL STATEMENTS

- Statement to Introduce Items and Response Format:	to present the questions or items and to describe and show the response categories used in the instrument
- Directions for Responding:	to present specific directions for recording responses

ITEMS/RESPONSE FORMAT

- Item Group Heading:	to provide the respondent with the general area of consideration
- Item:	to present a single, specific, numbered idea for consideration
- Response Format:	to provide a space for making the response

COMMENTS SPACE

- Free-response Space:	to provide space for the respondent to record unsolicited points of view, attitudes

PROCEDURE FOR RETURN

- Directions for Returning	to present specific directions for returning the completed questionnaire -- coupled with a thank you statement

PRE-TESTING: THE TRYOUT OF THE QUESTIONNAIRE

Even the most thorough and careful screening of the finished questionnaire will not uncover every problem. Pre-testing is, therefore, very important before the final distribution of the instrument. The field test may identify items which need to be revised, deleted, or added. When the data are collected from the field test, they should be tabulated and summarized to verify that the data generated are what are needed for the decisions to be made.

PRE-TEST/TRYOUT GUIDELINES

Ask colleagues for their comments/suggestions regarding the questionnaire.

Administer the questionnaire to a few individuals similar to those who will eventually receive it.

Ask that respondents make comments about the questionnaire items and format in addition to responding to the items.

Tabulate responses (NOTE: A high number of "Don't knows" is a danger signal. Either the questions need revision or you have a group which does not have the data you need.)

Revise the questionnaire.

Pre-testing may seem like a waste of time, but it can save valuable time in the long run by assuring that the information obtained will be useful for the decision-making process.

NOTE: A rigorous research project incorporating a questionnaire requires formalized procedures for field testing to establish the reliability and validity of the questionnaire. These procedures are not treated here.

THE COVER LETTER

Getting a high percentage of people to respond to the questionnaire is crucial. The cover letter is an important tool and is developed to urge the cooperation of the respondents. Its organization, clarity, and completeness relay impressions to the respondents. Take care when producing the cover letter. It shows!

The letter should be brief but needs to include:

the PURPOSE of the study -- its significance and importance

a good REASON why the respondent should return the questionnaire

a PERSONAL TOUCH -- why the individual was selected

clear and complete DIRECTIONS for return of the questionnaire (including a self-addressed stamped envelope when it is to be mailed)

the DATE by which the questionnaire must be returned

the SIGNATURE of someone the respondents view as important with respect to the study -- a school district needs assessment committee, for example, might have the cover letter signed by the superintendent

Example:

ABRAHAM LINCOLN SCHOOL

February 4, 1978

Dear Parents and Neighbors:

Abraham Lincoln School is asking you to participate in this survey being conducted by the Lincoln School Needs Assessment Steering Committee which is comprised of representatives from the community and the school. The purpose of the survey is to obtain opinions from members of the community about the school's educational program.

This survey is in response to some concerns brought about by financial projections received by the Monroe School District. The concerns of the community and the school have been consolidated into statements. We would appreciate it if you would take time to respond to those statements as well as to check how important you think each one is. Specific instructions for responding are found at the very beginning of the questionnaire. A summary of the responses will be shared in a subsequent issue of the PTA Newsletter and will be available to read at the principal's office.

Also, we will keep you apprised of the progress made in meeting our identified needs.

Please complete the form at your earliest convenience. You may return it to the principal's office or, if you have a child at Lincoln, he/she may return it to his/her teacher. The Committee has established February 11, 1978 as the deadline prior to final tabulation.

Sincerely yours,

John Smith
Principal

Committee Members:

Mrs. Pat Morrow	Mr. Kent Davis	Mrs. Tricia Ely
Mrs. Jan Steiner	Mrs. Thelma Johnson	Mr. John Smith
Ms. Julie Osterman	Mrs. Ann Johns	

Example:

John Adams Elementary School
1715 Oak Drive
Pear Valley, California

Dear Parents and Citizens of Pear Valley:

Attached is a survey form which is designed to solicit your opinions of what John Adams Elementary School is or is not doing for its students. This survey was developed by a Needs Assessment Steering Committee and is a compilation of stated concerns brought to our attention by parents, community members, teachers, classified personnel, and students. Your response to the questionnaire will help us in validating the stated concerns. A summary of the responses will be published in the committee's report and will be available at my office.

Please complete this questionnaire at your earliest opportunity. It may be returned directly to my office with your youngster or mailed to: John Adams Elementary School, 1715 Oak Drive, Pear Valley, California.

Our committee will need the return of all questionnaires prior to Friday, March 21, 1977.

Very truly yours,

Curtis Johnson

Curtis Johnson
Principal

CJ:sv

DISTRIBUTION

Methods used for the distribution of questionnaires depend on local conditions and policy. Some of the usual methods are as follows:

Students -- in the classroom

Teachers/administrators -- at a faculty meeting
-- in the school mail boxes

Central office personnel -- in the central office mail boxes

Parents -- by the U. S. mails
-- by student delivery
-- by an insert in a school publication

Other adult community members -- by the U. S. mail
-- by an insert in another publication/ newspaper
-- by hand delivery

Business owners -- by the U. S. mail
-- by hand delivery

Some people question the propriety of sending a questionnaire home with students and of asking parents to have their children return the completed questionnaire to their teachers. Why? Confidentiality of response. They argue that children should not be hand carrying their parent's personal thoughts for fear that the confidentiality of responses in some way might not be maintained. This objection should be kept in mind when determining the way in which a questionnaire will be returned.

GETTING THEM BACK

Some thought and planning is needed in order to obtain the greatest possible number of returns. The questionnaire itself and correspondence concerning the questionnaire are two critical areas that must be considered.

- The questionnaire and all correspondence should have a "professional" look.
- The questionnaire format should have an "uncrowded" appearance.
- Colored paper and ink - in good taste - could be used -- warm colors pull best.
- Pre-letters/cards/phone calls announcing the purpose of the questionnaire and of the need for return have value.
- Wording used in the cover letter should be such that it "motivates" the respondent to complete and return the questionnaire.
- The use of postage stamps rather than metered postage can produce greater returns -- and on a stamped return envelope, the use of commemorative stamps can be beneficial.
- The questionnaire must reach the respondents -- and at an appropriate time.
- The use of the words "survey," "form," or "reaction sheet" may eliminate negative feelings some people have about the word "questionnaire."

Special attention must be given to follow-up notices:

- Follow-up plans should be developed before the questionnaire is administered.
- Correspondence should be identified with the name or description of the study.
- An address or phone number should be included to allow respondents, who so desire, to contact someone about the study.

COMPILING AND ANALYZING RESPONSES

In order to develop conclusions from the questionnaire responses, the responses must be summarized in a form that allows for easy and logical review. The process includes tabulation and summarization.

OPEN-ENDED ITEMS AND OBJECTIVE ITEMS require different approaches.

OPEN-ENDED ITEMS

- Type all responses to each item verbatim in a summary list.
- Develop a list of headings under which responses can be grouped -- ten to twelve would be a manageable number.
- Place each response under an appropriate heading.
- Add additional headings for responses which *cannot be* classified readily.
- Review the headings in order to combine any that overlap.
- If applicable, rate each response as positive, neutral, or negative.
- Prepare a table summarizing the data prepared, using number (N) and percent (%).
- Review results in the table and prepare evaluation comments and conclusions.

One format that could be used to prepare for an analysis of the responses is presented on the following page. There is no one correct format or procedure: "to each his/her own." The data summarized in the example on the following page were derived from a questionnaire which solicited parent reactions to an open education program in a K-5 school.

Example:

Questionnaire Item: What is your feeling about the Open Education Learning Program at Hall School?

Total number of respondents: 51

Total number of comments: 60

Total number of positive comments: 38

Total number of neutral comments: 2

Total number of negative comments: 20

CATEGORY HEADING			Positive		Neutral		Negative	
	N	%	N	%	N	%	N	%
1. Learning environment	7	12	4	7	1	2	2	3
2. Progress in school subjects	9	15	5	8	1	2	3	5
3. Attitude toward school	8	13	8	13				
4. Independence of students	8	13	6	10			2	3
5. Motivation toward class work	3	5	3	5				
6. Classroom control - discipline	6	10					6	10
7. Supervision	4	7					4	7
8. Concept of self/others	4	7	4	7				
9. Program of instruction	8	13	8	13				
10. Work habits	3	5					3	5

Writing evaluation comments and conclusions can be an activity for a small group -- a sub-committee of a steering committee or of a school site council.

The comments and conclusions are logical extensions of the summarized data and are the "personal interpretations" of the data as written by the person or group preparing the analysis.

The data from the Open Education Learning Program questionnaire allow for statements and conclusions.

Example:

> Ten comments regarding classroom control and teacher supervision are negative. Some parents are concerned and a review of the comments indicates that supervision and discipline are perceived as too lax.
>
> Parents also view parts of the program as successful. Student attitude toward school, motivation, and the program of instruction are viewed positively.

OBJECTIVE ITEMS

Is a computer available? With the use of data processing equipment the compilation and data reduction should be the *routine* implementation of procedures established prior to the administration of the questionnaire, and the questionnaire developer should work closely with data processing personnel to design the format of the instrument. Also, arrangements for the processing of the questionnaires, as they are received, must be planned and a time schedule developed.

The questionnaire could be designed so that a key-punch or terminal operator could read the data directly from the returned questionnaires. Otherwise, a coding sheet can be used and the responses transferred to it from the returned questionnaires. One labor-saving technique is to use a response form that can be "read" by a scanner with the data automatically transferred to disc or tape storage.

If the responses to objective-type items are to be processed by hand, they are usually tallied on a blank questionnaire or on a specially prepared form that corresponds to the questionnaire items. Several steps -- all clerical tasks -- are involved in the compilation and are shown by example on the following page.

Example:

Tallies are recorded -- one by one.

ITEM RESPONSE: (You are to respond TWICE to each item.)

- **SECTION I** — Place an "X" in the column which best expresses the degree of your agreement/disagreement with the
- **SECTION II** — Place an "X" in the column which best expresses your opinion of the importance of the activity for

Also, space is provided for your comments/suggestions.

QUESTIONNAIRE ITEMS	SECTION I: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO RESPOND	DK
BUILDING/GROUNDS						
1. There are adequate facilities for the physical education program.	//	𝍸 𝍸	𝍸 𝍸 ///	𝍸 𝍸 𝍸 /// 𝍸 𝍸 𝍸	𝍸 //	/
2. There are adequate playground facilities.	///	𝍸 𝍸	/// 𝍸	𝍸	//	///
3. Space for the library is sufficient.			𝍸 𝍸 𝍸 𝍸 𝍸	𝍸 𝍸 //	𝍸 𝍸 /	//
4. Classroom furniture is in good condition.		𝍸 𝍸 ///	𝍸 𝍸 𝍸 𝍸	𝍸 //	𝍸 𝍸 //	///
5. The school environment is attractive.		/	𝍸 𝍸 𝍸	𝍸 /// 𝍸		𝍸
6. The temperature of the building is just right.		𝍸	𝍸	𝍸	𝍸 /	𝍸

For each item the tallies are then turned into numbers and percentages. The base number, the divisor, for calculating the percentages is the total number of responses to that item. Each item is treated separately unless several items are to be combined and discussed as a group.

ITEM RESPONSE: (You are to respond TWICE to each item.)

- **SECTION I** — Place an "X" in the column which best expresses the degree of your agreement/disagreement with the
- **SECTION II** — Place an "X" in the column which best expresses your opinion of the importance of the activity for

Also, space is provided for your comments/suggestions.

QUESTIONNAIRE ITEMS	SECTION I: STRONGLY AGREE N	%	AGREE N	%	DISAGREE N	%	STRONGLY DISAGREE N	%	LACK INFO TO RESPOND N	%	DK?
BUILDING/GROUNDS											
1. There are adequate facilities for the physical education program.	2	3	15	25	8	13	28	47	7	12	
2. There are adequate playground facilities.	3	5	34	57	11	18	10	17	2	3	
3. Space for the library is sufficient.	0	0	0	0	37	62	12	20	11	18	
4. Classroom furniture is in good condition.	0	0	14	23	26	43	8	13	12	20	
5. The school environment is attractive.	0	0	1	2	44	73	15	25	0	0	
6. The temperature of the building is just right.	0	0	17	28	21	35	5	8	17	28	

In the analysis of objective-type items, one commonly used approach is to collapse the responses and consider "yes" vs. "no" or "agree" vs. "disagree." The numbers and percentages from the tallying shown on the previous page would be organized under new headings.

Example:

	Agreement		Disagreement		Lack Info to Judge	
	N	%	N	%	N	%
1. There are adequate facilities for the physical education program.	17	28	36	60	7	12

However, reviews of the extremes are necessary for they may reveal some very strong feelings that should be noted and included in the discussion.

	SA		A		D		SD		LITJ	
	N	%	N	%	N	%	N	%	N	%
1. There are adequate facilities for the physical education program.	2	3	15	25	8	13	28	47	7	12

The writing of evaluation statements and conclusions -- as with open-ended items -- are logical extensions of the summarized data. They are the "personal interpretations" of the data as perceived by the reviewer.

It is to be noted that analyses can be "item by item" or by items grouped together. The added step of aggregating or combining the response tallies prior to a group analysis would result in statements and conclusions concerning a wider topic -- perhaps the entire area about which a set of questionnaire items were written.

Statistical tests can be used to determine if differences between the "agree" and "disagree" data can be attributed to *chance*. However, in order to justify the use of a rigorous statistical treatment, the questionnaire developer must h ve a reliable and valid instrument and have employed proper methods of administration, collection, and compilation.

Statistical methods for the treatment of data are described in detail in most basic statistics texts. Two such sources are listed below:

Downie, N. M. and Robert W. Heath, *Basic Statistical Methods* (New York: Harper & Row Publishers, Inc.) 1974.

Siegel, Sidney, *Nonparametric Statistics* (New York: McGraw-Hill Book Co.) 1956.

A specific blueprint for questionnaire development and use is difficult to provide in the educational setting. Rarely is the questionnaire developed by only one person. Rarely is data gathered by a questionnaire needed by only one decision-maker.

The questionnaire is more often an instrument developed by an advisory committee, school site council, district needs assessment committee, or similar body to provide background data for its recommendations. Input for writing questionnaire items frequently comes from the entire educational/school community. Therefore, compromise on ideal questionnaire form may be necessary to accommodate all groups or individuals involved in the process.

The guidelines in this monograph are just that, guidelines. Though an effective questionnaire would be developed taking the ideas presented into consideration, flexibility and creativity might be necessary.

The appendix contains examples of questionnaires which have been used recently in various educational settings. They are not presented as "classics" or as "perfect" examples, but to illustrate what is currently being used and to provide examples of questionnaires which have been used effectively by various groups in the schools.

APPENDIX

EDUCATION BEYOND RACIAL BARRIERS

REACTION SHEET - AFTERNOON SESSION

1. Your position in the District: _____

2. Did you take part in the Beyond Racial Barriers workshop during the 1968 - 1969 school year? Yes_____ No_____

3. How do you rate the afternoon session? (Please circle)

Physical Arrangements:	Very Good	Good	Poor	Very Poor
Procedures:	Very Good	Good	Poor	Very Poor

4. In terms of value to <u>you</u> in <u>your</u> position in the District:

   a. How do you rate the discussions this afternoon? (Please circle)

Great Value	Moderate Value	Limited Value	No Value

   b. What phase of this afternoon's meeting was of most value?

   c. What phase of this afternoon's meeting was of least value?

   d. What area of this afternoon's discussions do you think should be explored in more depth?

5. What can the District do to implement some of the ideas presented today during both morning and afternoon meetings?

LAKESHORE IN-SERVICE ASSESSMENT

In order to summarize the thoughts of the faculty and staff concerning the In-Service Day at Lakeshore, we are asking for your reactions to the items below. The detailed summary will be prepared by the Office of Testing and Research and forwarded to Lakeshore School when completed.

A. Morning Session:

1. Aspects that should have been eliminated:

_____

_____

2. Aspects that should have been expanded:

_____

_____

3. Aspects that should be a part of an on-going in-service program:

_____

_____

B. Afternoon Session:

1. Aspects that should have been eliminated:

_____

_____

2. Aspects that should have been expanded:

_____

_____

3. Aspects that should be a part of an on-going in-service program:

_____

_____

C. General Comments: _____

_____

The school secretary will forward all reaction sheets to the Coordinator of Testing and Research.

STANFORD UNIVERSITY
SCHOOL OF EDUCATION

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire deals with the tasks and activities of high school department heads. The behaviors are being considered without reference to how well the department head performs. We are only interested in what is being done.

There are two columns for marking:

Column I IN ACTUAL PRACTICE.....respond on the basis of what the department head actually does.

Column II THE IDEAL DEPARTMENT HEAD...respond on the basis of what you believe the department head should do, what you would like him to do ideally in the ideal situation.

A five-point scale appears in each column.

Please CIRCLE ONE, AND ONLY ONE, NUMBER on the scale. Please do not check a space.

Description and meaning of the scale points:

NEVER	SOME OF THE APPLICABLE TIMES	HALF OF THE APPLICABLE TIMES	MOST OF THE APPLICABLE TIMES	ALL OF THE APPLICABLE TIMES
1	2	3	4	5

APPLICABLE TIMES....refers to those times when it is appropriate for the department head to do the specific task or activity.

BACKGROUND DATA

SEX: Male_____ Female_____

AGE: 21-25_____ 26-30_____ 31-35_____ 36-40_____ 41-45_____ 46-50_____ 51-55_____ 56-60_____ Over 60_____

LENGTH OF SERVICE IN THIS SCHOOL_____ PREVIOUS ADMINISTRATIVE EXPERIENCE : Yes_____ No_____

We guarantee anonymity to all respondents. Code numbers are used only for follow-up purposes.

PLEASE RESPOND TO ALL TWENTY-FOUR STATEMENTS

	IN ACTUAL PRACTICE APPLICABLE TIMES NEVER ALL	IDEAL DEPARTMENT HEAD APPLICABLE TIMES NEVER ALL
I DEPARTMENT HEAD - PRINCIPAL RELATIONSHIPS		
A. Meets with principal and other department heads regarding general school policy.....A.	A. 1 2 3 4 5	A. 1 2 3 4 5
B. Meets with principal regarding instruction or curriculum in the department.....B.	B. 1 2 3 4 5	B. 1 2 3 4 5
C. Meets with principal to discuss the annual money needs of the department.....C.	C. 1 2 3 4 5	C. 1 2 3 4 5
D. Assists the principal with the selection of new teachers for the department.....D.	D. 1 2 3 4 5	D. 1 2 3 4 5
E. Assists the principal with the supervision of teachers in the department.....E.	E. 1 2 3 4 5	E. 1 2 3 4 5
F. Assists the principal with the rating of teachers in the department.....F.	F. 1 2 3 4 5	F. 1 2 3 4 5
II DEPARTMENT HEAD - TEACHER RELATIONSHIPS		
A. Holds departmental meetings regularly.....A.	A. 1 2 3 4 5	A. 1 2 3 4 5
B. Works with teachers in Course of Study revision or development.....B.	B. 1 2 3 4 5	B. 1 2 3 4 5
C. Works with teachers in the selection of textbooks.....C.	C. 1 2 3 4 5	C. 1 2 3 4 5
D. Coordinates the work and activities of teachers in the department.....D.	D. 1 2 3 4 5	D. 1 2 3 4 5
E. Assists teachers - when necessary - with instruction and/or material.....E.	E. 1 2 3 4 5	E. 1 2 3 4 5
F. Assists teachers - when necessary - with classroom management or discipline.....F.	F. 1 2 3 4 5	F. 1 2 3 4 5

	IN ACTUAL PRACTICE APPLICABLE TIMES NEVER ALL	IDEAL DEPARTMENT HEAD APPLICABLE TIMES NEVER ALL
III DEPARTMENT HEAD - THINGS RELATIONSHIPS		
A. Requisitions supplies, equipment, and/or materials for the department	A. 1 2 3 4 5	A. 1 2 3 4 5
B. Distributes (or makes available) supplies equipment, and/or materials to department members	B. 1 2 3 4 5	B. 1 2 3 4 5
C. Orders textbooks and/or periodicals -directly or through librarian or coordinator- for the department	C. 1 2 3 4 5	C. 1 2 3 4 5
D. Orders audio-visual materials -directly or through a coordinator- for the department	D. 1 2 3 4 5	D. 1 2 3 4 5
E. Arranges for field trips and/or speakers for the department	E. 1 2 3 4 5	E. 1 2 3 4 5
F. Provides new teachers with outlines or Courses of Study	F. 1 2 3 4 5	F. 1 2 3 4 5
IV DEPARTMENT HEAD - EXTERNAL RELATIONSHIPS		
A. Arranges for articulation -in subject matter field- with feeder schools	A. 1 2 3 4 5	A. 1 2 3 4 5
B. Meets with Central Office personnel regarding matters specific to subject matter field	B. 1 2 3 4 5	B. 1 2 3 4 5
C. Meets with Central Office personnel regarding general policy or overall school planning	C. 1 2 3 4 5	C. 1 2 3 4 5
D. Belongs to professional organizations in subject matter field	D. 1 2 3 4 5	D. 1 2 3 4 5
E. Participates in nationally or locally sponsored institutes in subject matter field	E. 1 2 3 4 5	E. 1 2 3 4 5
F. Takes advanced college or in-service courses in subject matter field	F. 1 2 3 4 5	F. 1 2 3 4 5

Please return the completed questionnaire directly to Stanford University in the envelope provided.
Thank you for your cooperation and assistance.

BURLINGAME INTERMEDIATE SCHOOL

Needs Assessment Questionnaire
January, 1977

GENERAL INFORMATION: Please circle answers

1. Do you have youngsters who are currently enrolled in either public or private schools? Yes No
2. If the answer to the above is yes, please circle the grade(s) in which you have student(s) enrolled. K 1 2 3 4 5 6 7 8 9 10 11 12 and up

ITEMS RESPONSE: Please place a check mark(✓) in the column which best indicates your agreement/disagreement with each statement.

Also, space is provided for your comments/suggestions.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO JUDGE	COMMENTS/SUGGESTIONS
STUDENT BEHAVIOR						
1. Students show respect for self and others.						
2. Students show respect for property.						
3. Discipline problems are being handled effectively.						
4. Classroom discipline at Burlingame Intermediate School is consistent.						
TEACHER						
5. Homework is used as an effective learning method.						
6. The amount of homework requested is:						
a. Too much						
b. Too little						
c. Enough						
7. Students are being motivated to learn.						
8. Teachers utilize a variety of methods to teach students.						
9. The evaluation of teachers by administration is effective.						
10. Teachers should be given time to attend meetings/workshops designed to improve instruction.						
DAILY SCHEDULE						
11. The present class periods (43 minutes)are long enough.						
12. The normal school day (8:48-2:58)should:						
a. Start earlier						
b. End later						
c. Remain as is						

Continued on reverse side

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO JUDGE	COMMENTS/SUGGESTIONS
COMMUNICATIONS						
13. Parents are notified about their children's learning problems early enough to be of help.						
14. Report cards and progress reports provide parents with enough information about student progress.						
15. Parents are informed by Burlingame Intermediate School about the content of the various class offerings.						
16. Burlingame Intermediate School provides students with a smooth transition from the elementary school to Burlingame Intermediate School.						
17. Burlingame Intermediate School provides students with a smooth transition from Burlingame Intermediate School to high school.						
18. Students at Burlingame Intermediate School have the opportunity to communicate their concerns to teachers.						
CURRICULUM						
19. The electives offered provide sufficient choices to meet the students' needs.						
20. Minimum student achievement levels are necessary for each department.						
21. The educational needs of the average student are being met.						
22. The educational needs of the more able student are being met.						
23. The educational needs of the slow learner are being met.						
24. The following curricular areas are meeting the students' needs:						
a. spelling						
b. grammar						
c. composition						
d. creative writing						
e. reading						
f. social studies						
g. science						
h. mathematics						
i. foreign language						
j. physical education						

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO JUDGE	COMMENTS/SUGGESTIONS
BUILDINGS, GROUNDS AND EQUIPMENT						
25. Custodial care at Burlingame Intermediate School is adequate.						
26. Security of student personal property is adequate.						
27. The school is well maintained:						
a. building						
b. grounds						
c. equipment						
EXTRA CURRICULAR						
28. After school sports program meets the students' needs.						
29. School facilities are being used to best advantage during non-school hours.						
30. Classroom interruptions for extra curricular activities do not significantly interfere with the learning process.						
BUSES						
31. The regular daily bus schedule meets the needs of the students.						
32. The after-school activity bus schedule meets the students' needs.						
33. Student conduct on bus is satisfactory.						
34. Supervision on the bus is satisfactory.						

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Thanks in advance for taking the time to respond to this questionnaire and returning before Friday, January 21.

Please return via mail to:

Burlingame Intermediate School
1715 Quesada Way
Burlingame, California 94010

or drop off at our school personally

or via your student at Burlingame Intermediate School.

1/7/77

PORTOLA SCHOOL

LAGUNA SALADA UNION ELEMENTARY SCHOOL DISTRICT

NEEDS ASSESSMENT QUESTIONNAIRE

GENERAL INFORMATION:

- If you have a child(children) attending school, please circle the grade(s): ELEMENTARY K 1 2 3 4 5 6 7 8 HIGH SCHOOL 9 10 11 12

ITEM RESPONSE: (You are to respond TWICE to each item.)

- SECTION I -- Place an "X" in the column which best expresses the degree of your agreement/disagreement with the statement as it relates to your school.
- SECTION II -- Place an "X" in the column which best expresses your opinion of the importance of the activity for a child's education.

Also, space is provided for your comments/suggestions.

Please check:

____Parent of a Portola Student
____Staff of Portola School
____Other (specify)_____

QUESTIONNAIRE ITEMS	SECTION I					SECTION II				COMMENTS/SUGGESTIONS (Please specify item number)
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO RESPOND	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	
COMMUNICATION										
1. The District Office has effective means of hearing all parents' concerns.										
2. The District Office incorporates teachers' feelings and ideas into its educational programs.										
3. This year, the school has responded to constructive criticism.										
4. The school communicates school rules clearly to the parent										
5. The school informs parents of school activities.										
6. Report cards effectively communicate students' progress to parents.										
7. Teachers clearly communicate behavior standards to children.										
DISCIPLINE										
8. Students at Portola have respect for classmates.										
9. Students at Portola have respect for adults.										
10. Discipline problems are being properly handled.										
11. Behavior standards at Portola School are meeting the students' needs.										
12. Student conduct while going to and from school is acceptable.										
13. Proper supervision is provided in the school yard.										
FOOD SERVICES										
14. Snacks are a necessary part of the school lunch program.										
15. A sufficient variety of snacks is available during lunchtime.										

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PORTOLA SCHOOL

QUESTIONNAIRE ITEMS	SECTION I					SECTION II				COMMENTS/SUGGESTIONS (Please specify item number)
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO RESPOND	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	
CURRICULUM AND PROGRAMS										
16. At Portola School, the following areas and programs are meeting the needs of its students:										
a. Reading										
b. Writing										
c. Grammar										
d. Penmanship										
e. Mathematics										
f. Social studies										
g. Classroom cooking - Early Childhood Education										
h. Psychomotor Program -Early Childhood Education										
i. Art										
j. Music										
k. Physical education										
l. Science										
m. Study time in school										
n. Homework, K-3 students										
o. Homework, 4-6 students										
p. Learning Disability Group (LDG)										
q. Field trips										
17. Computers at the school level would be beneficial.										
18. The ECE program is worth the time spent and the money received.										
19. Standards for grade level promotions are sufficiently high.										
20. The school is meeting the needs of students for whom English is a second language.										
21. The benefits of the staggered day reading program outweigh the inconvenience.										
22. The school day is long enough for the students.										
EQUIPMENT/MATERIALS/SUPPLIES										
23. Supplies and materials are available in sufficient quantity.										
24. Audio-visual equipment is available in sufficient quantity.										
25. Students in grades K-3 have enough workbooks (including Swift books).										

PORTOLA SCHOOL

QUESTIONNAIRE ITEMS	SECTION I					SECTION II				COMMENTS/SUGGESTIONS (Please specify item number)
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO RESPOND	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	
BUILDING AND GROUNDS										
26. The school has a sufficient quantity of playground equipment.										
27. There is adequate storage space for educational supplies										
28. The rule which prohibits students from riding bikes to and from school is a good one.										
29. The dirt area near the primary classroom needs to be improved.										
30. The baseball diamond needs to be improved.										
EXTRA-CURRICULAR ACTIVITIES										
31. The following extra-curricular activities would be of benefit to students at Portola School:										
a. Student Government										
(1) Class officers										
(2) Traffic patrol										
b. Recognition of Student Achievement										
(1) Honor Roll										
(2) Various scholastic awards, such as reading, spelling, creative writing, etc.										
c. Library study hall before and after school.										
DISTRICT ADMINISTRATION AND POLICIES										
32. Laguna Salada and San Bruno School District boundaries are located to best meet the needs of the students.										
33. Children are granted inter-district transfers when the need is justified.										
34. Making Portola a K-8 school would strengthen the neighborhood school concept.										
35. The building should be available in the evenings for community activities.										
36. A public pre-school program for 3-5 year olds would benefit the parents in the Portola School area.										
37. A public day-care program at Portola School for K-6 students would be beneficial.										
38. The renting of part of Portola School limits the school's programs.										
39. Personnel transfers within the district are handled fairly.										
40. Classified personnel (secretaries, custodians, etc.) are treated with respect by the district administrators.										
41. There is continuity in the behavior standards for the schools in the district.										

PORTOLA SCHOOL

QUESTIONNAIRE ITEMS	SECTION I					SECTION II				COMMENTS/SUGGESTIONS (Please specify item number)
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO RESPOND	VERY IMPORTANT	IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	
42. Parents are aware of the State laws governing student conduct.										
43. Public schools have adequate legal means for dealing with severe discipline problems.										
44. Teachers of grades 4-6 should have teacher aides.										
45. The current teacher/student ratio is appropriate.										
46. The process for assigning students to Learning Disability Group or Educational Handicapped categories is appropriate.										
47. Using parents to assist in instruction in the classroom is an appropriate way to meet students' needs.										
48. The teachers' salary schedule is adequate relative to that of the administrators.										
49. Decisions regarding the closing of schools are made early enough in the school year.										
50. The district makes adequate efforts to keep students from transferring out of the system.										
51. School crossings in the Portola School area are well marked.										

Please return the completed questionnaire to Portola School, 300 Amador Avenue, San Bruno, CA 94066, by November 18, 1977.